

January 1998



English 30

Part B: Reading

Grade 12 Diploma Examination

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January 1998
English 30 Part B: Reading
Questions Booklet
Grade 12 Diploma Examination

Description

Part B: Reading contributes 50% of the total English 30 Diploma Examination mark.

There are 70 questions in the Questions Booklet and 8 reading selections in the Readings Booklet.

Time: 2 hours. You may take an additional 1/2 hour to complete the examination.

Instructions

- Be sure that you have an English 30 Questions Booklet **and** an English 30 Readings Booklet.
- You may **not** use a dictionary, thesaurus, or other reference materials.
- On the answer sheet provided, use **only** an **HB** pencil to mark the correct or best answer for each question. Fill in the circle that corresponds to your answer. For example:

Which month has 31 days?

- A. February
- B. April
- C. November
- D. December

Answer Sheet

(A) (B) (C) ●

- Do not fold the answer sheet.
- Mark only one answer for each question.
- If you change an answer, erase your first mark completely.
- Answer all questions.



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I. Read the autobiographical essay on pages 1 to 3 of your Readings Booklet and answer questions 1 to 7.

1. The narrator's account of the grandmother's arrival (lines 11 to 18) serves to
 - A. reinforce the narrator's expectations
 - B. reveal the grandmother's disruptive nature
 - C. emphasize the grandmother's humorous nature
 - D. suggest a contrast to the narrator's expectations

2. The description of the grandmother's eye and ear problems in lines 23 to 27 is made effective by means of
 - A. hyperbole
 - B. humorous images
 - C. play on words
 - D. irony

3. The context of lines 60 to 65 supports the meaning of "affronts" as being
 - A. offences
 - B. leniencies
 - C. affirmations
 - D. confrontations

4. In the context of the essay, the ironic appropriateness of the title is revealed **most clearly** in
 - A. "Neither was she supposed to share my pink and orange bedroom" (lines 43–44)
 - B. "I had acquired not a traditional grandmother but an aged kid sister" (lines 49–50)
 - C. "my grandmother and I vied for their attention" (lines 58–59)
 - D. "I was forced to adapt to her idiosyncrasies" (line 69)

Continued

5. The ironic outcome of the rivalry described in this essay is stated **most clearly** in
- A. "The household . . . was rearranged" (lines 59–60)
 - B. "Finally we fought: arm-to-arm combat" (line 78)
 - C. "I became my grandmother's friend and she became mine" (lines 88–89)
 - D. "We were the source of all the family comedy" (lines 89–90)
6. The line that **most clearly** conveys the narrator's empathy with the grandmother is
- A. "The word that explained her behavior is 'arteriosclerosis'" (line 73)
 - B. "Eventually our rivalry mellowed into conspiracy" (line 82)
 - C. "I would appear as her 'long-lost friend'" (line 93)
 - D. "Certainly I learned what it might be to become old" (line 101)
7. That the narrator's understanding of her grandmother has deepened is **best** conveyed in
- A. "Matters worsened, as more and more of my trinkets disappeared" (line 66)
 - B. "She had turned their love to disapproval, I thought, and how it chafed" (lines 80–81)
 - C. "Our household endured the status quo for eight years" (line 87)
 - D. "If I sold my grandmother blouses and baubles, maybe she gave me the truth in exchange" (lines 105–106)

II. Read the poem on pages 4 and 5 of your Readings Booklet and answer questions 8 to 17.

8. The two quotations at the beginning of this poem serve to
- A. examine the issue of despair
 - B. support the speaker's sense of awe
 - C. provide opposing points of view on life
 - D. contrast with the speaker's life experience
9. Lines 1 to 4 of the poem **mainly** convey a sense of
- A. rebirth
 - B. dismay
 - C. memory
 - D. pride
10. The metaphors that have been chosen in lines 5 to 10 serve **mainly** to convey the speaker's
- A. fear of mortality
 - B. feeling of inferiority
 - C. awareness of indifferent forces
 - D. knowledge of evolutionary processes
11. In line 7, "long naps" refers figuratively to
- A. the anonymity of childhood
 - B. a state of unawareness
 - C. boredom
 - D. fatigue
12. The speaker reinforces the concept of that which is beyond our control in the phrase
- A. "the / fine silt" (lines 5–6)
 - B. "the mud where our atoms lie / down" (lines 6–7)
 - C. "the lava of chance" (line 9)
 - D. "the world's gullies" (line 10)

Continued

13. The speaker's **most emphatic** declaration of his existence is
- A. "I've been brought back again from the / fine silt" (lines 5–6)
 - B. "I've also been / pardoned miraculously for years" (lines 7–8)
 - C. "Here I am, brought back, set up, not yet / happened away" (lines 11–12)
 - D. "me being here again, old / needer" (lines 17–18)
14. In lines 19 and 20, "you, up from the clay yourself, as luck would have it" suggests that the person being addressed
- A. is also a consequence of chance
 - B. has reappeared from the speaker's past
 - C. has also suffered painful disappointment
 - D. is a chance figment of the speaker's imagination
15. The word choice and imagery in lines 20 to 25 serve to
- A. indicate the speaker's embarrassment
 - B. reflect the speaker's irritation with humanity
 - C. illustrate that human lives are identical everywhere
 - D. emphasize the unlikeliness of this meeting in space and time
16. The idea central to this poem is an expression of the
- A. undeniable instinct for survival
 - B. wonder implicit in random events
 - C. danger implicit in everyday existence
 - D. meaninglessness of individual existence
17. In the context of the entire poem, line 28 is effective in conveying the speaker's
- A. regret
 - B. humility
 - C. flippancy
 - D. arrogance

III. Read the essay on pages 6 and 7 in your Readings Booklet and answer questions 18 to 24.

18. The writer refers to the sawers as “manikins” (line 6) in order to emphasize the
- A. unnatural quality of the sawers’ movements
 - B. solemnity and finality of the sawers’ actions
 - C. insignificance of the sawers in relation to the tree
 - D. difference in attitude between the sawers and the writer
19. The personification in lines 24 to 31 serves **mainly** to evoke the reader’s
- A. anger
 - B. interest
 - C. empathy
 - D. satisfaction
20. The author’s introduction of the pronoun “you” in lines 27 and 28 serves to
- A. increase the reader’s involvement in the event being described
 - B. emphasize the reader’s responsibility for the event being described
 - C. imply that the author is addressing a specific individual
 - D. indicate that the author’s perspective is uncertain
21. The implication of the destruction of the pine is conveyed **most effectively** in the lines
- A. “It towered up a hundred feet as I afterward found by measurement, one of the tallest probably in the township and straight as an arrow” (lines 7–8)
 - B. “Its gracefully spreading top was a perfect wreck on the hillside as if it had been made of glass” (lines 34–35)
 - C. “And the space it occupied in upper air is vacant for the next two centuries. It is lumber. He has laid waste the air” (lines 38–39)
 - D. “The squirrel has leaped to another tree; the hawk has circled further off” (lines 46–47)

Continued

22. The sentence “It rushes to embrace the earth, and mingle its elements with dust” (lines 29 to 30) exemplifies a style of writing that is
- A. lyric
 - B. prosaic
 - C. analytic
 - D. episodic
23. The impact of this essay derives **mainly** from the author’s success in conveying his
- A. concern for future progress
 - B. knowledge of the natural world
 - C. frustration with industry’s indifference
 - D. lament of the destruction of natural grandeur
24. The author actively appeals to the reader’s emotions **mainly** through
- A. theme
 - B. setting
 - C. writing style
 - D. character development

IV. Read the excerpt from a play on pages 8 to 13 of your Readings Booklet and answer questions 25 to 36.

- 25.** In the light of what happens at the end of this excerpt, Hasting's attitude as expressed in lines 3 to 6 can be described as
- A. naive
 - B. flippant
 - C. resolved
 - D. contented
- 26.** Mowbray metaphorically expresses his assessment of the rebels' position in
- A. "There is a thing within my bosom tells me / That no conditions of our peace can stand" (lines 1–2)
 - B. "We shall be winnowed with so rough a wind / That even our corn shall seem as light as chaff" (lines 12–13)
 - C. "Your grace of York, in God's name then, set forward" (line 48)
 - D. "we ready are to try our fortunes / To the last man" (lines 94–95)
- 27.** The Archbishop's statement "to end one doubt by death / Revives two greater in the heirs of life" (lines 17 to 18) reflects his belief that
- A. killing creates more problems than it solves
 - B. death paradoxically revives the royal succession
 - C. to determine the rebels' guilt eases the strain on the successors
 - D. to resolve a dilemma by execution absolves the king and his heirs
- 28.** In lines 15 to 32, to ease Mowbray's misgivings, the Archbishop argues that the King
- A. cannot act against the Church without jeopardizing his position
 - B. dare not risk endangering his friends by acting against the rebels
 - C. has already killed too many and cannot afford to kill any more
 - D. would not be willing to endanger his own son

Continued

29. In context, the image that portrays the rebels' misjudgement of the King's capability is
- A. "rocky mountains" (line 6)
 - B. "a fangless lion" (line 36)
 - C. "a broken limb" (line 41)
 - D. "steers unyoked" (line 164)
30. The line that **best** summarizes the full intent of Lancaster's accusations against the Archbishop (lines 51 to 80) is
- A. "Cheering a rout of rebels with your drum" (line 59)
 - B. "Would he abuse the countenance of the king" (line 63)
 - C. "How deep you were within the books of God" (line 67)
 - D. "But you misuse the reverence of your place" (line 73)
31. In lines 81 to 93, the Archbishop states that the rebels' cause is based on
- A. the rumours of horror
 - B. the King's violent rule
 - C. their grievances being ignored
 - D. their overcrowded living conditions
32. The allusion to Hydra in line 89 refers to
- A. the rebellion
 - B. King Henry
 - C. Lancaster
 - D. the army
33. The word play in lines 133 to 140 is revealed as ironic foreshadowing by the words
- A. "Go, my lord, / And let our army be discharged too" (lines 147–148)
 - B. "My lord, our army is dispersed already" (line 162)
 - C. "Good tidings, my Lord Hastings, for the which / I do arrest thee" (lines 167–168)
 - D. "Strike up our drums, pursue the scattered stray" (line 182)

Continued

34. The description of the rebel army in lines 163 to 166 serves to reflect the
- A. hardship of its duties
 - B. falseness of its cause
 - C. weakness of its leaders
 - D. inexperience of its members
35. In this excerpt, the character of Lancaster is **best** described as
- A. ambitious
 - B. calculating
 - C. rebellious
 - D. forceful
36. The dramatic purpose of this excerpt is **mainly** to
- A. make a statement about trust and loyalty
 - B. criticize the Archbishop's abuse of his office
 - C. illustrate the principles of Lancaster
 - D. explain the causes of rebellion

V. Read the poem on page 14 of your Readings Booklet and answer questions 37 to 42.

37. The word “They” in line 15 refers to
- A. veterans
 - B. engineers
 - C. railway cars
 - D. railway lines
38. In context, the words “prosperous darkness” (line 2) imply that
- A. the origin of the tracks is unknown
 - B. business continues around the clock
 - C. nighttime is the time for criminal activity
 - D. the tracks have emerged from long tunnels
39. The line that suggests the motivation for long distance travel is
- A. “ease their one-eyed hulls and stunted thunders” (line 5)
 - B. “Shunted on sidings” (line 9)
 - C. “hauled across town through stopped traffic” (line 10)
 - D. “of our ancient war with space” (line 16)
40. The diction in “shudder and scrape free” (line 7) evokes a sense of
- A. futile efforts
 - B. rapid movement
 - C. grudging separation
 - D. menacing destruction

Continued

41. The irresistible appeal of railway travel is **best** implied in the phrase
- A. “hailed across town” (line 10)
 - B. “wear insignia like veterans” (line 15)
 - C. “our windows and backyard gates” (line 17)
 - D. “contagious distances” (line 18)
42. The combined effect of lines 8, 14, and 15 to 16 serves to establish an image of the archetypal
- A. trailblazer
 - B. trendsetter
 - C. lawbreaker
 - D. attention-seeker

VI. Read the excerpt from the short story on pages 15 to 18 of your Readings Booklet and answer questions 43 to 53.

43. The way in which the narrator “had the upper hand” of her mother (line 7) **most likely** results from the fact that the narrator
- A. scorned her mother’s attitude toward the workings of the household
 - B. assumed her mother’s responsibility for the workings of the household
 - C. felt at ease in her mother’s presence
 - D. was domineering by nature
44. The “scope” of the role that the narrator adopted at home (line 20) is **most broadly** suggested in
- A. “My mother objected to things” (line 7)
 - B. “I could say that I meant to have lovers” (lines 11–12)
 - C. “I had pictured the nightgown I would wear” (line 14)
 - D. “The loud argumentative scandalous person I was” (line 17)
45. In context, the statement “And comfort palls” (line 22) suggests the narrator’s
- A. respect for older people
 - B. desire for independence
 - C. respect for hard work
 - D. desire for luxury
46. The narrator’s sense of the stifling atmosphere of the grandmother’s home is expressed metaphorically in
- A. “the discreet unrevealing person I was” (lines 18–19)
 - B. “The ironed sheets, the lovely eiderdown, the jasmine soap” (lines 22–23)
 - C. “books could not quite get out” (line 43)
 - D. “Her judgments had seemed remote, full of traditional authority, not personal” (lines 68–69)

Continued

47. The quotation that **best** suggests the basis for the narrator's unease with being at her grandmother's house is
- A. "Aunt Madge would always call out, 'Now, whoever can *this* be?'" (lines 30–31)
 - B. "All their time was waiting time" (lines 32–33)
 - C. "Are you afraid they can't get on without you?" (line 50)
 - D. "I had never heard my grandmother lose control before" (line 65)
48. The most significant way in which the narrator perceives her mother to differ from her aunt and her grandmother is suggested in
- A. "My mother objected to things" (line 7)
 - B. "I had the upper hand of her" (lines 7–8)
 - C. "Lying on the couch, sick and crippled" (lines 34–35)
 - D. "she kept herself going" (line 36)
49. The grandmother's "abdication" (line 69) was her abdication of
- A. emotional restraint
 - B. love for the narrator
 - C. opinion
 - D. interest
50. Within the context of this excerpt, Susie Heferman's death functions **mainly** to provide
- A. dramatic details of the storm
 - B. insight into the grandmother's feelings
 - C. contrast to Aunt Madge's sheltered life
 - D. evidence of the grandmother's few friendships

Continued

51. The quotation that **best** suggests the limitations of Aunt Madge's imagination and experience is
- A. "‘You eat a piece before you go. It won't take long to cool' " (line 58)
 - B. "‘Susie Heferman to us. We went to school with her'" (line 80)
 - C. "‘You never know what can happen to a person,'" (line 99)
 - D. "Anything that was exceptional she could see, simply, as affliction" (lines 111–112)
52. The grandmother "[weeps] angrily" (line 119) **mainly** because she sees that she
- A. cannot prevent her granddaughter from taking an unnecessary risk (line 64)
 - B. was unable to help Susie Heferman (line 74)
 - C. was right to feel "endangered" by her daughter's spiritedness (line 116)
 - D. has been powerless to avoid her fate as "another old woman" (line 122)
53. The central focus of this excerpt relates **mainly** to the narrator's
- A. admiration of human courage
 - B. insight into human vulnerability
 - C. need to understand past ways of life
 - D. appreciation of the value of country living

VII. Read the excerpt from the play on pages 19 to 21 of your Readings Booklet and answer questions 54 to 62.

- 54.** The play’s setting of unspecified time and place suggests
- A. universality
 - B. practicality
 - C. casualness
 - D. pessimism
- 55.** Philip’s use of a ship metaphor (lines 10 to 13) serves to reveal his
- A. exuberant enthusiasm for scientific progress
 - B. admiration for Alex’s mathematical skills
 - C. need for a clear direction in life
 - D. belief that life is sacred
- 56.** Alex’s argument that the pursuit of science involves self-conceit and self-interest (line 25) is **most strongly** reinforced by
- A. “Does wealth better a man? I haven’t noticed it” (lines 28–29)
 - B. “there is still something left to enable us to crush one another” (lines 38–39)
 - C. “That’s the same as saying ‘Oh, we great minds!’ or even more precisely, ‘Oh, great me!’” (lines 46–47)
 - D. “Surely you don’t mean . . . for the sake of ducats?” (line 63)
- 57.** In lines 34 to 39, Alex argues that the “cost” of materialism is
- A. spiritual decay
 - B. intellectual deficit
 - C. monetary expansion
 - D. productive satisfaction

Continued

58. Alex's view regarding the pursuit of science is **most clearly** suggested in
- A. "what you propose excites me" (line 16)
 - B. "The path of glory under the same roof that saw our youth" (line 17)
 - C. "What do we want wealth for?" (line 28)
 - D. "Or do you mean its soullessness?" (line 43)
59. Philip's response to Alex "You developed into a real obscurantist during your time in the desert" (line 50) reveals Philip's
- A. diminished concern
 - B. growing impatience
 - C. grudging acceptance
 - D. intensified enthusiasm
60. The issue put forward by Alex's words "It ought to depend on them more than on anyone else!" (line 75) relates to the
- A. worship of science
 - B. pursuit of material wealth
 - C. nature of professional responsibility
 - D. importance of technological breakthroughs
61. The **clearest** indication of Philip's failure to understand the change in Alex and the basis for his present stance is
- A. "You're going to throw yourself into science like a lion" (line 5)
 - B. "You've clamped onto me like a tick" (line 40)
 - C. "That's the same as asking whether we should continue to revolve around the sun or stop for a rest" (lines 53–54)
 - D. "surely I don't have to try to prove to *you* that science is the light, the meaning, and the interest of life for people such as ourselves" (lines 65–67)
62. The theme of this scene is **most effectively** evoked by
- A. "Our ship is moving full speed ahead!" (line 11)
 - B. "Life is a struggle!" (line 13)
 - C. "What is science *for*?" (line 21)
 - D. "Does wealth better a man?" (lines 28–29)

VIII. Read the excerpt on pages 22 to 23 of your Readings Booklet and answer questions 63 to 70.

- 63.** The phrase “the fertility of the simple” (line 4) is used to convey the opinion that
- A. integrity is lacking in education
 - B. simplicity of expression promotes intelligence
 - C. the growth of education is beneficial to government
 - D. the growth of ignorance exceeds the growth of intelligence
- 64.** A “cynic” (line 4) is a person whose views are based on
- A. ignorance
 - B. pessimism
 - C. hope
 - D. fear
- 65.** The authors claim that the reason modern art succeeds in spite of its “excesses” (line 12) is that
- A. artists are courageous innovators
 - B. artists are reflecting their cultural values
 - C. the general public cannot discern what is valuable
 - D. the buying public is seduced by the presentation of what is new
- 66.** The meaning of “charlatans” (line 15) is
- A. leaders
 - B. cowards
 - C. impostors
 - D. pessimists

Continued

67. Lines 27 to 31 (“It gave . . . rank and place”) provide an example of the effective use of
- A. parallel structure
 - B. sensory imagery
 - C. concrete diction
 - D. colloquial vocabulary
68. The authors suggest in lines 26 to 35 that the most significant advantage of democracy is that it
- A. provides an avenue of hope
 - B. provides for the health of all citizens
 - C. allows for a sense of community
 - D. relies on history
69. The equality that the authors refer to in the final paragraph is equality of
- A. intelligence
 - B. group privilege
 - C. creative endeavours
 - D. opportunity through education
70. In the statement “The rights of man are not rights to office and power, but the rights of entry into every avenue that may nourish and test a man’s fitness for office and power” (lines 38 to 40), the authors’ thesis emphasizes the notion of individual
- A. desire
 - B. control
 - C. potential
 - D. greed

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